Thai SOLT I

Module 1 Lesson 1

Identify the Alphabet

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Objectives

Module 1 Lesson 1

At the end of the lesson you will be able to produce character sounds, letter combinations, and tones:

- Recognize the alphabet, tone marks, special symbols and numbers
- Recognize consonants
- Identify consonants in an alphabetical order
- Produce consonant sounds: aspirate & unaspirate
- Recognize consonant sounds in syllable-final position
- Identify consonant classes as the base of the tone rules
- Identify compound consonants: clusters & grouping
- Identify consonants with two functions in word-medial position
- Recognize variety in the consonant system
- Recognize vowels
- Produce vowel & diphthong sounds
- Recognize the vowel positions in the writing system
- Identify the acceptance & irregularities of certain vowels
- Identify short vowels & long vowels
- Produce vowel-consonant combinations
- Recognize vowels that change their form with final consonants
- Identify the tone marks and tone rules
- Produce tones
- Produce consonant-vowel & tone combinations
- Identify special cases
- Thai hand-writing
- Recognize borrowings

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Consonants

□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□

Single Vo
wels
C
ompound
Vowels

long	
-□	-□
- □	- □
- □	- □□
-□	-□
□-□	□-
□-□	□-
□-□	□-
□-□□	-□
□-□□	□-□
	- □□,□-, □-,□-□

short

□-□□□	□-□□
□-□□□	□-□□
-□ □□	-□□

Consonant/vowel combination

□	□□	□	□□

Tone Marks	Special marks
-□ -□ -□ -□	-□ -□ □ □ □□□

Numbers

[illegible]

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Consonants

How to draw Thai consonants: The basic rule is to write from left to right starting with the loop and trying to complete the letter in one stroke. Only two consonants are written without a loop: [illegible] and [illegible]. Here is what the forty-two consonant look like:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Exercise 1

Look at each consonant on the chart above carefully to see how it is written. Observe the similarities and differences. In the table below, group consonants that look similar. The first box has been filled in to serve as an example. Compare your answer with your instructor’s. There isn’t one correct answer. There can be other possible combinations.

[illegible]				

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Exercise 2

In the exercise below you are given a consonant in bold type and three similar consonants. Mark the consonant that matches the consonant in bold type.

1. □ □ □ □
2. □ □ □ □
3. □ □ □ □
4. □ □ □ □
5. □ □ □ □
6. □ □ □ □
7. □ □ □ □
8. □ □ □ □

Tip of the Day

Copy each letter a number of times until you can reproduce it accurately and naturally; say the name of the letter (e.g. □□□) each time you write it to help you memorize it.

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Variety in the Consonant System

1. What may be confusing is the fact that there is more than one consonant for the same sound. For example, /□□/ is represented by three different consonants: □ □ and □. You must learn by each word which consonants have to be used because different spelling gives different meaning.

To distinguish between the consonants that represent the same sound when referring to them verbally, each consonant has a name- a common noun associated with the consonant—e.g. in English “A is for apple.” This will not only help the new learner remember the consonants, but if you need to give verbally the correct spelling of many Thai words you will need to say each consonant with its associated common noun.

Example: □ = /□/ is called /□□□□□□□□□□□/ from the word □□□□ /□□□□□□□/

□ = /□/ is called /□□□□□□□□□□□/ from the word □□□ /□□□□□□□/

□ = /□/ is called /□□□□□□□□/ from the word □□□□ /□□□□/

2. Many consonants have a different sound depending on whether they are used as initial consonants at the beginning of a syllable, or as final consonants at the end of the syllable. For example: □ as an initial consonant at the beginning of a syllable has the sound of the English /□/ but as a final consonant has the sound of /□/.

3. Thai consonants, when pronounced individually, are all pronounced with the carrying vowel □ /□□/. To pronounce a Thai consonant, make the sound of the consonant and follow it with the vowel sound /□□/. (This differs from English where the pronunciation of consonants have different vowel sounds, for example: G is pronounced /□□□/, F is pronounced /?□□/). Middle class and low class consonants without tone marks are pronounced with a *level* tone, while high class consonants without tone marks are pronounced with a *rising* tone.

Example: Middle class consonant □ is pronounced /k□□/ : level tone

Low class consonant □ is pronounced /kh□□/: level tone

High class consonant □ is pronounced /kh□□□/: rising tone

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The consonants, classified in the “Thai Alphabet” order

Symbol	Phonetics	English	Name
[illegible]	[illegible]	as in skate	[illegible] [illegible] a chicken
[illegible]	[illegible]	as in car	[illegible] [illegible] an egg
[illegible]	”	”	[illegible] [illegible] a buffalo
[illegible]	”	”	[illegible] [illegible] a bell
[illegible]	[illegible]	as in sing	[illegible] [illegible] a snake
[illegible]	[illegible]	as in jet	[illegible] [illegible] a plate
[illegible]	[illegible]	as in chair	[illegible] [illegible] a cymbal
[illegible]	”	”	[illegible] [illegible] an elephant
[illegible]	[illegible]	as in song	[illegible] [illegible] a chain
[illegible]	[illegible]	as in chair	[illegible] [illegible] a kind of tree
[illegible]	[illegible]	as in you	[illegible] [illegible] a woman

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The consonants, classified in the "Thai Alphabet" order (continued)

Symbol	Phonetics	English	Name
[illegible]	[illegible]	as in day	[illegible] [illegible] a Thai dancer's headdress
[illegible]	[illegible]	as in stop	[illegible] [illegible] a spear
[illegible]	[illegible]	as in two	[illegible] [illegible] a pedestal
[illegible]	"	"	[illegible] [illegible] a woman's name
[illegible]	"	"	[illegible] [illegible] an old person
[illegible]	[illegible]	as in now	[illegible] [illegible] a novice monk
[illegible]	[illegible]	as in day	[illegible] [illegible] a child
[illegible]	[illegible]	as in stop	[illegible] [illegible] a turtle
[illegible]	[illegible]	as in two	[illegible] [illegible] a sack
[illegible]	"	"	[illegible] [illegible] a soldier

□	”	”	□□□□□□□□ □□ a flag

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The consonants, classified in the "Thai Alphabet" order (continued)

Symbol	Phonetics	English	Name
[illegible]	[illegible]	as in now	[illegible] [illegible] a rat
[illegible]	[illegible]	as in boy	[illegible] [illegible] a leaf
[illegible]	[illegible]	as in spot	[illegible] [illegible] a fish
[illegible]	[illegible]	as in pet	[illegible] [illegible] a bee
[illegible]	[illegible]	as in fun	[illegible] [illegible] a lid
[illegible]	[illegible]	as in pet	[illegible] [illegible] a dish w/pedestal
[illegible]	[illegible]	as in fun	[illegible] [illegible] a tooth
[illegible]	[illegible]	as in pet	[illegible] [illegible] a sailing vessel
[illegible]	[illegible]	as in may	[illegible] [illegible] a horse

[illegible]	[illegible]	as in you	[illegible] [illegible]?[illegible] [illegible] a giant
[illegible]	[illegible]	as in red	[illegible] [illegible] [illegible] a boat

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The consonants, classified in the "Thai Alphabet" order (continued)

Symbol	Phonetics	English	Name
[illegible]	[illegible]	as in low	[illegible] [illegible] a monkey
[illegible]	[illegible]	as in war	[illegible] [illegible] a ring
[illegible]	[illegible]	as in song	[illegible] [illegible] a shelter
[illegible]	”	”	[illegible] [illegible] a hermit
[illegible]	”	”	[illegible] [illegible] a tiger
[illegible]	[illegible]	as in hat	[illegible] [illegible] a large box
[illegible]	[illegible]	as in low	[illegible] [illegible] a male fighting kite
[illegible]	? (glottal stop)	as in uh ha	?[illegible] ?[illegible] [illegible] a basin
[illegible]	[illegible]	as in hat	[illegible] [illegible] an owl

Note:

1. Throughout the first lesson, the phonetic transcription, as used in the Thai-English Student's Dictionary written by Mary Haas, is used to show how a word is pronounced.

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2. Character ‘ □’
If used in the initial position of a syllable or a word, its function is to carry a vowel because a vowel cannot stand alone. e.g. □□□□□ (food), □□□□ (fat), □□□ (exit). If used in the middle of a syllable, it functions as a vowel /□□/ e.g. □□□ (to tell).

3. The following consonants do not have similar sounds in English:
3.1 □ and □ Representing /*t*/. A single sound which is some where between a /d/ sound and a /t/ sound in English. Many lea rners find it hard to distinguish it from /th/.

3.2 □ Representing /*p*/. A single sound which is somew here between a /b/ sound and a /p/ sound in English. Many lear ners find it hard to distinguish it from /b/.

3.3 □ Representing /□/. A single sound which is found in English at the end of words like *wrong* and *song*. Some English speakers find it hard to make this sound at the beginning of a w ord. For example, in Thai: □ □□ (□□□□) work, □□ (□□□) snake,□□□□ (□□□□□) easy.

Exercise 3
Write down the consonants that represent each sound in the **initial** p osition:

1. /k/
2. /f/
3. /m/
4. /r/
5. /l/
6. /w/
7. /h/
8. /?/
9. /t/
10. /p/
11. /ph/
12. /kh/
13. /□/
14. /□/
15. /ch/
16. /s/
17. /j/
18. /d/
19. /th/
20. /n/
21. /b/

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Exercise 4
Find six pairs of words below that have the same **initial** consonant sound. Write down the pairs in the table provided.

□□□ □□□ □□□ □□□ □□□ □□ □□□ □□ □□□
□□□ □□□ □□ □□ □□ □□ □□□ □□□ □□□

Aspirated and unaspirated consonants

Aspirated consonants: consonants with the sound of ‘h’ and unaspirated consonants, are clearly separated from each other in Thai. Thai sounds /□/, /□/, and /□/ (unaspirated) must be distinguished from Thai /□□/, /□□/, and /□□/ (aspirated) respectively because the character can change the meaning of words:

□□□□ /□□□□/□□□means duck □□□□ /□□□□□/ means hot, spicy

□□ /□□□/□□□means eye □□ /□□□□/ means to paint

□□□ /□□□□/□□□means chicken □□□ /□□□□□/ means egg

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The Thai sounds /[illegible]/ and /[illegible]/ are similar to the English sounds written the same way. They must be carefully distinguished from Thai /[illegible]/ and /[illegible]/:

[illegible] /[illegible]/ (classifier for fruit)	[illegible] /[illegible]/ 'to go'	[illegible] /[illegible]/ 'danger'
[illegible] /[illegible]/ 'to be good'	[illegible] /[illegible]/ 'to hit'	[illegible] /[illegible]/ 'time, instance'

Exercise 5
(Practice in shifting from /[illegible]/ to /[illegible]/ or from /[illegible]/ to /[illegible]/)

Repeat the practice below after your instructor. If you can repeat correctly and not too slowly, you are well on the way to controlling your pronunciation of /[illegible]/ vs. /[illegible]/ and /[illegible]/ vs. /[illegible]/. Practice them until you can say them easily.

[illegible] /[illegible]/ 'month; moon'
[illegible] /[illegible]/ 'to remind, warn'

[illegible] /[illegible]/ 'to wake up by oneself'
[illegible] /[illegible]/ 'abundant, common'

[illegible] /[illegible]/ 'to close; to be closed'
[illegible] /[illegible]/ 'to twist'

[illegible] /[illegible]/ 'to tell, say to'
[illegible] /[illegible]/ 'to peel'

[illegible] /[illegible]/ 'penny'

[illegible] /[illegible]/ 'The bed is good and also large'

[illegible] /[illegible]/ 'The door looks big'

[illegible] /[illegible]/ 'Open the temple door'

[illegible] /[illegible]/ ‘Close the temple door’

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Exercise 6
This exercise will allow you to practice distinguishing between two similarly sounding words. Listen carefully as your teacher reads one word from each pair of words below. Circle the word you hear the teacher say.

1. □□ □□ 2. □□ □□□ 3. □□ □□ 4. □□ □□ 5. □□ □□ 6. □□ □□

7. □□ □□ 8. □□ □□ 9. □□ □□ 10. □□ □□ 11.□□□ □□□
12.□□ □□

Consonant sounds in syllable-final position

In spoken Thai, only a few consonants are pronounced as finals. This is because the final consonant sound is not released even though the mouth is positioned to make that sound. Regarding the tone rules, there are 2 types of final consonant sounds in a closed syllable: 'stops' and 'sonorants'.

1. Stops:
   /□/ words ending with □ □ □ □ □
   /□/ words ending with □ □ □□ □ □ □ □□ □ □ □ □ □ □ □ □
   /□/ words ending with □ □ □ □

2. Sonorants:
   /□/ words ending with □
   /□/ words ending with □
   /□ / words ending with □ □ □ □ □ □
   /□/ words ending with □
   /w/ words ending with □

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Exercise 7
Repeat the following words ending with the ‘stops’ after your instructor. Concentrate on the final consonant sounds.

1. Words ending with /□/: บ ป พ ฟ ภ

คบ ทบ พบ ลบ อบ บาป ธูป สรุป สาป ทวีป

เคารพ ชูชีพ ทัพพี เทพ ลพบุรี ศพ
อพยพ อาชีพ กราฟ กอล์ฟ

ปรารภ ลาภ โลภ

2. Words ending with /□/: จ ช ซ ญ ฎ ฏ ฐ ฑ ฒ ด ต ถ ท ธ ศ ษ ส

ต□□รวจ อ□□นาจ บวช เวช โภชนา ก๊าซ
กฎหมาย

ปรากฏ กบฏ รัฐ อัฐ ประเสริฐครุฑ อัฒ
น์

พัฒน์ กัด งัด สาด สะอาด
เนรมิต ทิเบต วิปริต

อนุญาต รถ บท บาท ประเภท พุทธ โกรธ
พุธ

สมยศ อากาศ กระดาษ โทษ พิษ พิเศษ

วิเศษ รส โบสถ์ สวัสดี
โอกาส

3. Words ending with /□/: ก ข ค ฆ

จาก ฝาก นึก รัก ศึก สนุก เลข

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Exercise 8
Repeat the following words ending with the ‘sonorants’ after your instructor. Concentrate on the final consonant sounds.

1. Words ending with /□/: ง

   เก่ง ระฆัง ดัง นักเลง เร่ง หนัง หวัง

2. Words ending with /□/: ม

   แก้ม ขนม แฉล้ม ชุมชน นม ธรรมชาติ

   ภูมิใจ มอมแมม มะขาม สมบัติ

3. Words ending with /□/: ญ ณ น ร ล ฬ

   ขวัญ เจริญ ชาญ บุญ ปัญหา ร□□คาญ หาญ
ค□□นวณ คุณค่า

   ทารุณ โบราณ คุณ ขวาน คน จน นาน ปาน เรือน กร จราจร พร

   บวร ราชการ ราษฎร ทหาร สงสาร อมร โหร กล กาล ขาล

   ชล ตระกูล พยาบาล ฟุตบอล มูล นิล ศิลป์ กาฬโรค ทมิฬ

   ปลาวาฬ

4. Words ending with /□/: ย

   เขย ขาย เคย เฉย เชย นาย ฝอย ยาย สาย เลย

5. Words ending with /□/: ว

Exercise 9

Write down the Thai consonants that represent each sound (listed below) when the Thai consonant is in the **final** position:

1. /g/
2. /d/
3. /b/
4. /n/
5. /[illegible]/
6. /m/
7. /w/
8. /[illegible]/

Exercise 10

Write down the final consonant sound of each word (next to the word given in each box). The first box has been filled in to serve as an exam ple.

[illegible] /[illegible]/	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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Exercise 11

Below, there are four pairs of words that have the same **final** consonant sound. Write down the pairs in the table provided.

□□□ □□□ □□□ □□□ □□□ □□□ □□□ □□□

Exercise 12

Identify the type of final consonants of the words from Exercise 11, whether they are ‘stops’ or ‘sonorants’.

□□□ ____________
□□□ ____________
□□□ ____________
□□□ ____________
□□□ ____________
□□□ ____________
□□□ ____________
□□□ ____________

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The consonant classes

Thai consonants are divided into three groups or classes based on their basic sound. The three classes are called middle, high, and low. This classification is very important as it is the base of the tone rules in the Thai writing system. Remember, one sound may be represented by several different consonants and those consonants can belong to different classes. You have to memorize which consonant belongs to which class:

The middle consonant class (9):

□ □ □ □ □ □ □ □ □

The high consonant class (10):

□ □ □ □ □ □ □ □ □ □

The low consonant class (23):

□ □ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □ □ □

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In the table below the consonants are sorted by how they sound and by tone rule class (final three columns).

Sound	English	Middle class	High class	Low class
/*k*/	G as in go	□		
/c/	J as in jeep	□		
/*d*/	D as in day	□ □		
/*t*/	T as in stop	□ □		
/*b*/	B as in boy	□		
/*p*/	P as in spot	□		
/*?*/	Glottal stop	□		
/*kh*/	K as in key		□	□ □
/*ch*/	Ch as in chair		□	□ □
/*th*/	T as in two		□ □	□ □ □ □
/*ph*/	P as in pet		□	□ □
/*f*/	F as in fun		□	□
/s/	S as in say		□ □ □	□
/*h*/	H as in hat		□	□
/□ /	NG as in song			□
/j/	Y as in you			□ □
/*n*/	N as in now			□ □
/*m*/	M as in may			□
/*r*/	R as in red			□

/*l*/	L as in low			□ □
/*w*/	W as in war			□

Exercise 13
The instructor will read aloud the nine middle class consonants (with names). Repeat after the instructor and try to associate the sound with each character. Write down the consonant that represents each sound in the box provided below.

Exercise 14
The instructor will read aloud the ten high class consonants. Repeat after the instructor and try to associate the sound with each character. Write down the consonant that represents each sound in the box provided below.

Exercise 15
The instructor will read aloud the first ten low class consonants. Repeat after the instructor and try to associate the sound with each character. Write down the consonant that represents each sound in the box provided below.

Exercise 16
The instructor will read aloud the remaining (13) of the the low class consonants. Repeat after the instructor and try to associate the sound with each character. Write down the consonant that represents each sound in the box provided below.

Exercise 17
The instructor will read aloud the consonants randomly from each class. Repeat as many times as it takes for you to make the association between sound and script. Write down the consonant that represents each sound in the box provided below.

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Exercise 18
The instructor will read aloud the consonants randomly from each class. Repeat as many times as it takes for you to make the association between sound and script. Write down the class of consonant that represents each sound in the box provided below.

Vowels

There are twenty-eight vowel symbols that comprise 9 pairs of short / long single vowels, 4 long single vowels, 3 pairs of combined vowels, plus 4 consonant + vowel combinations. Some vowels are written in front of the consonant, others behind the consonant, above the consonant or below the consonant.

In the Thai language some vowels seem to be longer in duration than other vowels. The vowels which are of brief duration are called *short vowels* while those which are of longer duration are called *long vowels*. It is most important to make the distinction between short and long vowels regarding the tone rules.

Most combined vowels have no equivalent in English. Combined consonants and vowels: □ □□ □ □□ are rare. Vowels -□□ □- □- □-□ have short sounds but are classified as long vowels when applying the tone rules. The practices below will help you hear and pronounce long and short vowels. Listen carefully while the instructor pronounces them and try to imitate him as exactly as you can.

Vowel Chart With Sound Description

Short vowels			Long vowels		
Symbol	Phonetics	Sound Description	Symbol	Phonetics	Sound Description
-□	/□/	as in open ‘u’ sound, as in gun	-□	/□□ /	as in ‘a’ sound in father
-□	/□ /	as in tip	-□	/□□ /	as in teak
-□	/□ /	no English equivalent	-□□	/□□/	as /y/ but the tongue remains raised for a longer sound
-□	/□ /	as in foot	-□	/□□/	as in tooth
□-□	/□/	as in ten	□-	/□□/	as in take
□-□	/□/	as in tax	□-	/□□/	as in fair
□ - □	/□/	as in poke	□ -	/□□/	as in low

[illegible] - [illegible]	/[illegible]/	as in top	- [illegible]	/[illegible]/	as in tore

Vowel Chart With Sound Description (continued)

Short vowels			**Long vowels**		
Symbol	Phonetics	Sound Description	Symbol	Phonetics	Sound Description
□ - □□	/□/	as in love	□ - □	/□□/	as in bird
□ - □□□	/□□?/	no English equivalent (rare)	□ - □□	/□□/	as in beer
□ -□ □□	/□□?/	no English equivalent (rare)	□ -□ □	/□□/	a combination of /□/ and /□/
- □□□	/□□?/	no English equivalent (rare)	-□□	/□□/	as in brewer
□	/□□?/	no English equivalent (rare)	□□	/□□□/	no English equivalent (rare)
□	/□□?/	no English equivalent (rare)	□□	/□□□/	no English equivalent (rare)

Note: 1. A hyphen (-) indicates where the consonant is located in relation to vowels.

2. □ - □□□ /-□□?/ , □ -□ □□ /-□□?/ , -□□□ /-□□?/ are rare and mostly used for

transcribing foreign words e.g. □□□□□ (Chinese wooden sandals), □□□□□□□
(Chinese bean cake), □□□□□ (hot coffee, Chinese).

3. Consonant + vowels: □ □□ □ □□ are extremely rare.

Exercise 19

The instructor will pronounce the words in pairs of either short and then long vowels; or of long and then short vowels. Listen carefully and repeat each pair in a loud, clear voice. Then write down your answers in the space provided below.

1.
2.
3.
4.
5.

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The following table shows all possible combinations of vowels and consonants in both ‘open’ and ‘closed’ syllables:

Vowels		Syllables		Vowels change form in closed syllables
Short	Long	Open	Closed	
-□		□□	□□ + □ = □□□	-□ changed to -□
	-□	□□	□□ + □ = □□□	
-□		□□	□□ + □ = □□□	
	-□	□□	□□ + □ = □□□	
-□		□□	□□ + □ = □□□	
	-□□	□□□	□□□ + □ = □□□	□ replaced by a final cons onant
-□		□□	□□ + □ = □□□	
	-□	□□	□ + □ = □□□	
□-□		□□□	□□□ + □ = □□□□	□-□ changed to □-□
	□-	□□	□□ + □ = □□□	
□-□		□□□	□□□+ □ = □□□□	□□-□ changed to □-□ (rar e)
	□-	□□	□□ + □ = □□□	
□-□		□□□	□□□+ □ = □□	□-□ disappeared
	□-	□□	□□ + □ = □□□	
□-□□		□□□□	-	
	-□	□□	□□ + □ = □□□	
-□□ □		□□□□	-	
	-□□	□□□	□□□ + □ = □□□	-□ disappeared
□-□□□		□□□□□	-	
	□-□□	□□□□	□□□□+ □ = □□□□□	
□-□□□		□□□□□	-	
	□-□□	□□□□	□□□□+ □ = □□□□□	
□-□□		□□□□	-	

	□-□	□□□	□□□+ □ = □□□□	□-□ becomes □ -□ (except □□□)
	-□□	□□□	-	
	□-	□□	-	
	□-	□□	-	
	□-□	□□□	-	

Note:

- ‘open’ syllable : syllable ending in a vocalic sound
- ‘closed’ syllable: syllable ending in a consonant sound
- □ is used as an example for initial consonant, and □ is as fin al consonant

Exercise 20

Identify the initial consonant, the vowel, and the final consonant (if any) of the following words: (The first row has been filled in to serve a s an example.)

Word	Initial consonant	Vowel	Final consonant
□□□	□	-□	□
□□□			
□□□			
□□			
□□□□			
□□□□			
□□□			
□□			
□□□			
□□□			
□□□□			
□□□			
□□□			
□□□□			
□□□			
□□□□			
□□□			
□□□			
□□			
□□□			
□□□			
□□□			
□□			
□□			

[illegible]			
[illegible]			
[illegible]			
[illegible]			

Exercise 21

Identify each word if the initial consonant is high / mid/ or low class, if the vowel is short or long, and if the final consonant is ‘stop’ or ‘sonorant’.

The first row has been filled in to serve as an example.

Word	Initial consonant			Vowel		Final consonant	
	HC	MC	LC	Short	Long	Stop	Sonorant
□□□	□			-□		□	
□□□							
□□□							
□□							
□□□□							
□□□□							
□□□							
□□							
□□□							
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□□□							
□□□							
□□							
□□							
□□							
□□							
□□							

Exercise 22

The instructor will lead you in spelling the following words.
Pronounce them aloud to see how spelling helps with pronunciation:

□□ □□ □□□ □□□□ □□□ □□□

□□ □□□ □□□□□ □□□□□□ □□ □□□□

THE TONES

Tip of the Day

In Thai, using the right tone is crucial to convey the correct meaning of a word. The use of the wrong tone often causes confusion. In the Thai writing system, the tone mark is used to indicate tone of a word or syllable. But remember that tone marks do not always represent the same tone; and words without a tone mark can be pronounced with tone.

Tones of a Syllable without Tone Mark

I. Each Thai syllable, with or without a tone mark, is pronounced with a tone-
one of the five tones: level, low, falling, high, and rising.

II. There are 3 factors which determine the tone of a syllable:

1. Type of initial consonant: high class, middle class, or low class
2. Type of vowel: short vowel or long vowel
3. Type of ending of a final consonant: ‘stop’ or ‘sonorant’ (in a closed syllable)

Stop: syllable ending in a /□/, /□/, /□/ sounds
Sonorant: syllable ending in a /□/, /□/, /□/, /□/, /□/ sounds

Summary of the tone rules:

Tone rules: high class consonants

HC + S = low HC + L = rising
HC + S + Stop = low HC + L + Stop = low
HC + S + Sonorant = rising HC + L + Sonorant = rising

Tone rules: middle class consonants

MC + S = low MC + L = level
MC + S + Stop = low MC + L + Stop = low
MC + S + Sonorant = level MC + L + Sonorant = level

Tone rules: low class consonants

LC + S = high LC + L = level
LC + S + Stop = high LC + L + Stop = falling

LC + S + Sonorant = level LC + L + Sonorant = level

Note: HC = high class consonant
MC = middle class consonant
LC = low class consonant
S = short vowel
L = long vowel

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Examples of HC tone rules:

□□ □□□? (particle □□ □□□□ (look for) □□□ □□□□□ (Drive)
□□□ □□□□□ (Box) □□□ □□□□□ (There) □□□ □□□□□ (I)
□□□ □□□□□ (Wear) □□□ □□□□ (Dog) □□□ □□□□ (Stone)
□□ □□□□□□ (ask for) □□□ □□□□□□□ (Ask) □□ □□□□ (Rain)
□□□ □□□□□ (Two) □□□ □□□□□□ (Tie) □□□ □□□□□□ (Guest)
□□□ □□□□□ (To fry) □□□ □□□□□ (Wrong) □□□ □□□□ (Finished)
□□□ □□□□□□ (Tray) □□ □□□□ (Six)

Examples of MC tone rules:

□□ □□□□ (Cruel) □□ □□□? (Will) □□ □□□? (Meet)
□□□ □□□? (Kick) □□ □□□? (Estimate) □□ □□□? (To blame)
□□□□ □□□□ (Town) □□□ □□□ (To fly) □□ □□□ (Heart)
□□□ □□□ (Black) □□□□□ □□□□ (One only) □□□ □□□□ (Straight)
□□□ ?□□ (Want) □□ □□□ (Poor) □□□ □□□□ (Far)
□□□ □□□□□ (To tell) □□□ □□□□□ (To kiss) □□□ □□□□ (Unripe)
□□ □□□□ (Fall) □□□ □□□□ (Cut) □□□□ □□□□ (Keep)
□□□ □□□□ (Close) □□□ □□□□ (Seize) □□□ □□□□□ (Baht)

Examples of LC tone rules:

□□□ □□□ (And), □□□□□ □□□□□? (Because)

□□□ □□□□ (Word) □□ □□□□ (Tea)
□□□ □□□□ (Make, do)
□□ □□□ (Field) □□ □□□ (Snake)
□□ □□□ (Corne)
□□□□ □□□□□□ (Price) □□ □□□ (Wind) □□ □□□□
(Admire)
□□□ □□□□□ (Many) □□□ □□□□□ (Picture)
□□□□□ □□□□□ (Call)
□□□ □□□□□□ (Speak) □□□ □□□□□ (Stretch) □□□ □□□□□
(Difficult)
□□□ □□□□□ (Reset) □□□ □□□□□ (Prison) □□□ □□□□
(Love)
□□ □□□□ (Decrease) □□□ □□□□□ (Think)

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Exercise 23
Tone exercises High-Class consonants

Each student takes turn reading through the following words. Note the tone of each.

□□□□□	□□□□	□□□	□□□□	□□□
□□□	□□□□	□□□	□□□□□	□□□
□□□	□□□□	□□□	□□□	□□□□
□□□	□□□	□□□□	□□□□	□□□
□□□	□□□□	□□□	□□□□□	□□□□
□□□	□□□	□□□	□□	□□□□□
□□□	□□□□	□□□□□	□□□	□□□□□
□□□□□	□□	□□□	□□□□	□□□

Exercise 24
Tone exercises Middle Class consonants

Each student will take turns reading through the following words. Note the tone of each.

□□□□□	□□□□	□□□□	□□□	□□□
□□□	□□□□□	□□□□	□□	□□□□□
□□□	□□□□	□□□	□□□	□□□□
□□□□	□□□□	□□□□	□□□□□□□	□□□
□□□	□□□□	□□□□	□□□□	□□
□□□	□□□□	□□□	□□□□	□□□□□
□□□□	□□□□	□□□□	□□□□	□□□

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Exercise 25
Tone exercises High and Middle Class consonants.

Each student will take a turn reading through the following words. Note the tone of each.

□□□□□ □□□□ □□□□□□□ □□□ □□□□
to mention as for owner forest debt

□□□ □□□□ □□□□□□□ □□□□□□ □□□□
whilst glass behave custard
beans

□□□□□ □□□□ □□□□ □□□□ □□□□□
education thing full father one

□□□□□ □□□□ □□□ □□□□ □□□□□
animal faded dented smiling usual

□□□□□□□ □□□□□□ □□□□□ □□□□□
□□□□
earth deny foreigner cremate soap

□□□ □□□□ □□□□ □□□□ □□□□□
boil cave hat dust district

□□□ □□□ □□□□ □□□□□ □□□□□
reach swollen far from take shelter beat eggs

□□□□□ □□□□ □□□□□□ □□□ □□□
shining fat science fragrant a swamp

Exercise 26
Tone exercises Low Class consonants.

Each student will take turns reading through the following words. Note the tone of each.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
person	half	kill	work	quiet

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□□□□ □□□ □□□□ □□□□□□ □□□
spoon it is sand visit she

□□□□ □□ □□□□ □□□ □□□
business paint that this thousand

□□□□ □□□□ □□□ □□ □□□
to sew floor listen fire the sky

□□□ □□□ □□□ □□□□ □□□□
grease wood wheel invite cry out

□□□□□□ □□□□□ □□ □□□ □□□
telegram city down wire mosquito

□□□ □□□ □□□ □□□□□ □□□□□
and day say to call choose

□□□ □□□□□ □□□□ □□□□ □□□
punishmentwhen mosquito net wipe think

□□□ □□□□ □□□□ □□□□□□□ □□□□□
long time play relatives oil life

Exercise 27
Identify the tone of the following words:

Words	Tones
□□□	
□□□	
□□□□	
□□□	

[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

Exercise 28
Identify the tones of the following words:

Words	Tones
ขับ	
คัน	
บาท	
บท	
เลาะ	
เด็ก	
แกง	
ไป	
มือ	
คืน	
แข็ง	
สวน	
บอก	
เดิน	
เลย	
เปิด	
ปิด	
พูด	
นะ	
ตึก	
เตา	
[illegible]	
ใน	
ละ	
มี	
ดุ	
กา	

Tone marks

These are the four tone marks (written symbols) with their names:

[illegible] [illegible] ?[illegible]
[illegible] [illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]

This textbook will use the following phonetic symbols to mark the tone of a syllable or a word when it is shown in phonetic transcription. This is in reference to the tones as sounds, not as written symbols:

Description	Level	Low	Falling	High	Rising
phonetic symbols	Unmarked	[illegible]	[illegible]	[illegible]	[illegible]
Example of tones	[illegible] ([illegible])	[illegible] ([illegible])	[illegible] ([illegible])	[illegible] ([illegible]?)	[illegible] ([illegible])

Tones of a Syllable with Tone Mark

1. The length of the vowel and the type of ending do **not** interfere when the first consonant of a syllable carries a tone mark.

2. The *normal* position of the tone mark is over the initial consonant of the syllable or word. (If the initial consonant already carries an upperscript vowel, the tone mark is placed above it). When the syllable-initial is double, the tone mark is placed above the second consonant, even though the tone is determined by the first consonant.

[illegible]

[illegible]

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□□□□□?□□□□ tone rules:

This tone mark represents two different tones depending on the class of the initial consonant:

- If □□□□□ ?□□□□ occurs on a low class initial consonant, the tone will be a **falling** tone.
- If the initial consonant is either mid class or high class, then the tone is **low**.

□□□ □□□□□ (Pair) □□□ □□□□□ (Mother) □□□ □□□□□ (Father)
□□□ □□□□ (No, Not) □□□□ □□□□□ (Easy) □□□□ □□□□ (Run)
□□□□ □□□□□ (Together) □□□□ □□□□ (Sit) □□□□ □□□□□ (Equal)

□□□□ □□□□□ (Before) □□□ □□□□ (How many) □□□□ □□□□ (Old)
□□□ □□□□ (Chicken) □□□ □□□□ (Forest) □□□□ □□□□ (Tortoise)

□□□ □□□□ (Send) □□□□ □□□□□ (Goose) □□□ □□□□ (Four)

□□□□□ □□□□ tone rules:

This tone mark represents two different tones, depending on the class of the initial consonant:

- If □□□□□ □□□□ occurs on a low class initial consonant, the tone will be **high**.
- If the initial consonant is either mid class or high class, then the tone is **falling**.

□□□ □□□□ (Horse) □□□□ □□□□□ (Water) □□□ □□□□ (Keep)
□□□□ □□□□□ (A little) □□□□ □□□□□ (Left side)

(Nine) (To hire) (Must)
(Tree) (Can) (Some)
(Roast) (Prawn)
(Near)

(Side) (Up) (Cloth)
(Fork) (Orange) (Forbid)
(To permit) (If) (Five)

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□□□□□□□□□□and□□□□□□□□□□□□□□□□□□□□□tone rules:

These two tone marks are much less frequently encountered than the other tone marks, and **never** occur on a low or high class initial consonant. □□□□□□□□□□□□always produces a high tone, and □□□□□□□□□□□□□□□□□always□produces a rising tone on a middle class consonant□□□There are very few of these words.

□□□□ □□?□ (Table) □□□ □□□? (Fat, plump) □□□ □□□? (A final particle)

□□□□□□□□□ □□□□□ □□□□ (Now) □□□□ □□□□ (Ticket) □□□□ □□□□ (Waiter)

Exercise 29

Identify the tones of the following words .

□□□ □□□□ □□□□ □□□□ □□□□ □□□□ □□□ □□□□ □□□□ □□□□ □□□□ □□□

□□□□ □□□ □□□□ □□□ □□□ □□□□ □□□
□□□□ □□□ □□□□ □□□ □□□□

Tip of the Day

Don’t be apprehensive about the tone rules. In most cases the word you intend to use will be made clear by the context of the sentence even though your tone may not be quite correct. The best way to learn the tones is to listen to the native speakers. With extensive practice in listening, imitating, speaking, and reading aloud, students start to get the feel of the sounds of the language.

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THE TONE RULES: An Overview on the chart

	SYLLABLE WITH TONE MARK				SYLLABLE WITH NO TONE MARK					
					VOWEL ENDING		CONSONANT ENDING			
							LONG VOWEL		SHORT VOWEL	
	□	□	□	□	LONG	SHORT	STOP	SON.	STOP	SON.
Middle class: □ □ □ □ □ □ □ □ □	□□□ low	□□□□ falling	□□□□ high	□□□□ rising	□□ level	□□ low	□□□ low	□□□ level	□□□ low	□□□ level
High class: □ □ □ □ □ □ □ □ □ □	□□□□ low	□□□□ falling			□□ rising	□□ low	□□□ low	□□□ rising	□□□ low	□□□ rising
Low class : □	□□□ falling	□□□□ high			□□ level	□□□ high	□□□ falling	□□□ level	□□ high	□□□ level

Stops:
/b/ □ □ □ □ □
/d/ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □
/g/ □ □ □ □
Sonorants: /ng/ □, /m/ □, /y/ □, /w/ □, /n/ □ □ □ □ □ □

Consonant Clusters & Groupings

I. Consonant Clusters: Words or syllables having two initial consonants that can be pronounced together.

There are fifteen consonant clusters. The first element consists of the consonants:

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

The second element consists of the consonants: [illegible] [illegible] [illegible]

The co-occurrence restriction of these elements is shown in the following chart:

First Consonant	Second Consonant [illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	_
[illegible]	_	[illegible]	_
[illegible]	[illegible]	[illegible]	_
[illegible]	[illegible]	_	_
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

In this case the tone mark is placed over the second consonant although the tone is still determined by the class of the first consonant in the normal manner. For example:

[illegible] /[illegible]/ wide
[illegible] /[illegible]/ to check
[illegible] /[illegible]/ empty, no

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It should be noted that when □ comes immediately after the first consonant, without a vowel, it is always acting as a vowel itself with the sound of -□□ /□□/ and not as a second consonant. In this case the tone mark (if any) will be placed over the first consonant in the normal manner:

□□□ /□□□□□□/ bottle
□□□□ /□□□□□/ sick
□□□□ /□□□□□/ purple

Other example of consonants clusters:

□□□ □□□□ fish
□□□□ □□□□□ middle
□□□ □□□□ cage
□□□□ □□□□□□ song
□□□□ □□□□□ canal
□□□ □□□□ straight
□□□ □□□□□ rug
□□□ □□□□□ teacher
□□□□ □□□□□ (more/ less) than
□□□□ □□□□□□□ ax
□□□ □□□□□ to bud
□□□ □□□□□? monk
□□□□ □□□□□□□ cowardly
□□□□□□ □□□□□?□□□□□? bumpy (e.g. a street)

II. Consonant Groupings: Initial consonant with any combination of two consonants other than clusters and share the same vowel.

1. There are implied vowels /□ / or /□□/ in between the two consonants when pronounced.

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1.1 With vowel /□ / in between

□□□□ □□□□□□□□ continent

□□□□□□ □□□□□□□□□□ to try

□□□□□ □□□□□□□□□ traffic

In some words the vowel /□ / is represented in writing by the symbol -□

□□□□□ □□?□□□□ to be clean

□□□□□ □□□□□□□ to be convenient

□□□□□ □□□□□□□ bridge

1.2 In a few words which have □ as the second consonant, it is usually pronounced with an inherent /□□/ between the two consonants.

□□□□□ □□□□□□□□□ season of wind and storm

□□□□ □□□□□□□□□ emerald

□□□□□□ □□□□□□□□□ neighborhood

□□□□□□ □□□□□□□□□ company

□□□□□□□□ □□□□□□□□□ plentiful, complete

□□□□□□ □□□□□□□□□□ crocodile

2. Tone of the syllable with consonant groupings:

2.1 The class of the first consonant determines the tone of the first syllable; the class of the second consonant determines the tone of the second syllable.

□□□□ □□□□□□□□ soldier

□□□□ □□□□□□ to be comfortable

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□□□□□□	?□□□□□□□□□	permission
□□□□	□□□□□□□□	condition
□□□□□□	?□□□□□□□□□	to explain

2.2 There are two exceptions to the above rule:

- If the first consonant is a high consonant and the second consonant is a low consonant, the low consonant changes to a high consonant and is pronounced according to the rules for high consonants:

□□□□	□□□□□□	time, period, era
□□□□	□□□□□□	notebook
□□□□	□□□□□□	enjoyable
□□□	□□□□□□	peaceful
□□□□	□□□□□□	to summarize

- If the first consonant is a middle consonant and the second consonant is a low consonant, the low consonant changes to a middle consonant and is pronounced according to the rules for middle consonants:

□□□□	□□□□□□□	market
□□□□□	?□□□□□	delicious
□□□□	□□□□□□□	nose

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Tip of the Day There are many special cases in which long vowels are read short or short vowels are read long. The following general statements will help you recognize the length of the vowel in some irregular words.

The irregular length of the vowel symbols

1. The long vowels □- /□□/, □- /□□/ , -□ /□□/, -□ /□□/, □-□ /□□/, -□□ /□□/, □- /□□/, □- ,□□/, and □-□ /□□/ are usually pronounced short in a syllable that has a final consonant plus tone marks.

□□□□ □□□□ □□□□ □□□□□ □□□□ □□□□□ □□□□ □□□ □□ □□□ □□□□ □□□□□ □□□□ □□□□ □□□□ □□□□ □□□□□ □□□□ □□ □□□ □□□□ □□□□ □□□□ □□□□ □□□□ □□□□ □□□□ □□□□□ □□□□ □□□□ □□□□ □□□□ □□□□ □□□□ □□□ □□□□

2. Vowel □**-**□ When this form occurs with two consonants in the middle, it is not always easy to tell whether it is to be considered as the compound vowel or as the two simple vowels □**-** or **-**□**.** Apart from knowing the word there is no way of determining which of the two possible pronunciations is the correct one in these cases.

□**-**□ is treated as a compound vowel if the two consonants in the middle are consonant clusters:

□□□□□ /□□□□□□/ no, empty

□□□□ /□□□□□/ beard

If the two consonants are consonant groupings, they are pronounced with an inherent /□/: □□□□ /□□□□□□□/ beautiful

In other cases, □-□ is treated as two separate simple vowels □- and -□

□□□□ /□□□□□□/ time

□□□□ /□□□□□□□/ boundary stone of temple

3. The following words vary in pronunciation:

Used alone		Final syllable		First syllable
□□□□	□□□□□ □□□□□□□□	□□□□□□□	□□□□□□□□□	□□□□□□□
	□□□□□□□□			□□□□□□
□□□	□□□□□ □□□□□□□□□□	□□□□□	□□□□□□□□□□□□	□□□□□□

There is only one word whose vowel symbol □-□ /□□/ is always pronounced long when it has the low tone: □□□□□ /□□□□□□/

4. In a few common words in which the final consonants are double:

□□□□□□ □□□□□□□□□ able to
□□□□ □□□□ friend
□□□□□□□□□□□ □□□□□□□□□□□ machine

Or the vowels -□ and -□ though written, are not sounded.

□□□□ □□□□□ relative
□□□□ /□□□□□□/ nation
□□□□ /□□□□□/ earth, place (chiefly in compounds)
□□□□ / □□□□□/ cause

Spelling peculiarities

a) Certain Thai consonants when written together have a sound different to that of either of them by themselves.

□□ □□ □□ are usually pronounced as /□/

□□□□	/□□□□□/	to know
□□□□	/□□□□/	sand
□□□□□□	/□□□□/	wealth
□□□	/□□□□/	splendor
□□□□□	/□□□□□/	to build

except in

□□□□□	/□□□□ □□□□□/	to sleep
□□□□□□	/□□□ □□□□□/	moon
□□□□□	/□□□□□□□□□?/	bodily strength
□□□□	/□□□□□□/	to summarize

b) **Consonant □ used in special cases**

In final position: □ is read /-n/ when in syllable-final position and when **preceded** by a written vowel.

□□□□□	/?□□□□□□□/	(food)

In word-medial position: □ can be final or an initial, read /-□/ or /□□□?/ but cannot have both functions.

□□□□□	/□□□□□□□/	(mother)
□□□□□□	/□□□□□?□□□□□/	(magazine)
□□□□□□	/□□□□□□?□□□□/	(table of contents, index)

Exception:

□□□□□	/□□□□□□?□□□ /	(to negotiate)

In final position □ is read /-□□□/ in a syllable in which **no** written vowel occurs.

□□□	/□□□?□□□□□/	(city)
□□□□□	/□□□□□□?□□□□	(populace)

Exception: The following word is to be memorized, as it is the only word with silent □ behind □.

□□□□	/□□□/	to be true

c) **The double consonant** □□ is sometimes used in place of the vowel -□ -.

□□□□	/□□□□□/	a political party
□□□□	/□□□□/	altogether

If there is no final consonant in the syllable a final unwritten /□ / is understood.

□□□□□□	/□□□□□□□□/	to load
□□□□□	/□□□□□□□□□/	rain season

d) Sometimes one consonant in the middle of a word acts as the final

consonant of one syllable and the initial consonant of the next and thus carries both its final and initial sounds.

□□□□□	/□□□□□□□□□□□□/	fruit
□□□□□□□	/□□□□□□□□□□□/	population

Here the □ is the final consonant of the first syllable containing the inherent /□/ and therefore has the final sound of /□/. But it is also considered as the initial consonant of the second syllable and therefore has the initial sound of /□/ and is followed by the short inherent /□/. Again in the word:

□□□□□	/□□□□□□□□□/	wife

Here the □□ takes the place of the vowel -□ , but the final □ also acts as the initial consonant of the second syllable followed by an inherent /□/.

SPECIAL SYMBOLS

1) THE REPETITION SYMBOL: □ □□□ /□□□□□□□/

It is used to show that the previous word or group of words is to be repeated.

A space is to be left before and after □

Ex. □□□□ /□□□j/ (often)
□□□□ □ /□□□j□□□j/ (very often)

2) THE ABBREVIATION SYMBOL: □ □□□□□□□□ /□a□□□□□□ □□□□j/

It is used to abbreviate long names.

A space is to be left before and after □

Ex. □□□□□□□ □ /□□□□□□□□□□□□/ (Bangkok)
□□□□□□□□□□□□□ /□□□□□□□□□□□□□□□□□□□□□□□□□□□□□)

3) THE “ETC” SYMBOL: □□□ □□□□□□□□□ /□□□□□□□□□□□□□/

When spoken it is pronounced very short □□ /□□□?/

A space is to be left before and after □□□

4) THE SILENCE SYMBOL: -□ □□□□□□□ /□□□□□□□/

It is often used above a consonant to show that the letter is not pronounced. Then the letter does not interfere in the tone of the syllable. The symbol usually occurs on the word final consonant.

Generally it cancels the consonant over which it is placed:

□□□□□ □□□□ to print
□□□□□□□ □□□□□ professor, teacher

But sometimes it cancels the last two consonants or consonants and vowel,

□□□□□□□□□ □□□□□?□□□ the moon
□□□□□□□□□ □□□□□□□□□□ pure

5.) THE SHORT VOWEL MARKER: -□ (□□□□□ □□□□ □□□□□)

This symbol is added to two simple vowels: □-□ and □-□. The vowels have to be changed when words have final consonants. For example:

□□□ + □ = □□□□
□□□+ □ = □□□□

There is one word to memorize as it is built up of a single consonant carrying the short vowel marker: □□ /□□□□/ meaning ‘then, consequently’.

6.) CONSONANT + VOWEL COMBINATION: □ □□ □ □□

□ is the only one remain in use. □ can have three different pronunciations depending on the word in which it is met:

/ □□□? / as in □□□□□□ /?□□□□□□□/ (English)
/□□□?/ as in □□□ /□□□□□□/ (season)
□□□ /□□□□□□/ (hermit)
/□□□/ as in □□□□ /□□□□□/ (auspicious time)

□ occurs between □ and □ in the consonant alphabetical order.

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THAI HANDWRITING

Although Thai letters are printed and handwritten in different sizes and styles, the basic form is always the same. The following cartoon excerpts show Thai hand written text. Below the cartoon, a printed version of the text is provided for comparison. At this stage in your training you probably will not be able to read the text, but the hand written form is being introduced to you to increase your familiarity with it.

Exercise 30
Divide the class into two groups. When the teacher says begin, each group will try to identify as many Thai words as possible from the hand written version. The group that finds the most words is the winner.

A:

□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

"□□□.□□□□□ " □□□□□□□□□□□□□□□□ "□□□□□ "□□□□□□ "□□□□ □□□□□…□□□"
□□□□□□□□□□□□□ □□□□□□□□□□ □□□□□□□□□ □□□□□□□?"

ใช้รถเล็ก ทั้งนั้น ไม่มีรถ อยู่คัน” เพื่อการประ เล็กเลยครับ”
หยัด วันนี้
เอารถเล็ก
ออก”

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B:

ผู้ใหญ่มากับทุ่งหมาเมิน

“คุณหมอคะ “เป็นความจริง “เสียชีวิต “เสียชีวิตเพราะ
โทรศัพท์มือถือ มีผู้ได้รับอันตราย เพราะมะเร็ง โทรหา
เพื่อนแก้
มีอันตรายต่อผู้ใช้ ถึงขั้นเสียชีวิต สมองหรือ
เหงาในรายการ
จริงหรือคะ?” เกิดขึ้นแล้วใน คะ?”
เพื่อนกัน ๑๙๐๐”
เมืองไทย”

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C:

ผู้ใหญ่มากับทุ่งหมาเมิน

“ตลาดหลักทรัพย์ “อะไรกัน... ดัชนี
“มีนักลงทุน
รายงานว่า มีสัญญาณ กระดิกอยู่แถว
หน้าใหม่ๆเข้า
ส่อว่าตลาดหุ้น ๓๐๐ มาเป็นปีๆนี่
มาสู่ตลาดหุ้น
อยู่ในภาวะกำลัง นะ เอาอะไรมา
เช่นคนใช้
โงหัวขึ้นอีกครั้ง” วัดว่ากำลังจะดี
ขึ้น?” คนขับรถ และ
คนเฝ้า
ยาม”

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Tip of the Day

Cognates: There are no cognates in the Thai language. This is because the Thai language belongs to a different ‘language family’of English. However, many new technological inventions have appeared during these ‘modern times’ and the Thai language has simply borrowed many English words even though technological Thai words exist.

English used in Thai
A foreign word in Thai is usually pronounced as a Thai word, for example: the words “apple” will be pronounced as ?□□□□□□□, “Central, Department Store” as □□□□□□□□, “Shell Gas” as □□□□□ □□□□□, “Christmas” as □□□□□□□□□□□, etc. That is the *l* sound is replaced by the *n* sound, the *s* sound at the end of the word is replaced by the *d* sound, and the tones are added. All of these are changed to conform to the Thai system of pronunciation. Thais who know some English are likely to pronounce English loan-words in a more proper way.

Recognize borrowings
Even though borrowings are numerous in Thai, they are often hard to recognize. Students should always pay attention to the consonants, vowels, and syllabification. Writing foreign words in the Thai alphabet, every letter from the original word will be retained. But if some letters are not pronounced (released), the silent mark will be posted above that letter.

Example: Cartoon > □□□□□□□ ‘r’ as final consonant of the first syllable in the English word “cartoon” which is not pronounced in Thai, so the silent mark is posted above the letter ‘□’

Daily News > □□□□□□□□□ ‘s’ as final consonant of the English word “News” which is not pronounced in Thai, so the silent mark is posted above the letter ‘□’

Exercise 31
Look at the label below. Can you tell what product is advertised here? What is the brand name of the product?

Exercise 32
Look at the image below. What are the same words in English?

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Exercise 33
Write the English words for the following borrowings written in Thai:

Thai	**English**
คอมพิวเตอร์	
ฟาร์ม	
แฮมเบอร์เกอร์	
วอชิงตัน	
เกมส์	
โอลิมปิค	
แสตมป์	
เทป	
ซีดี	
โน้ต	
โซนี่	
ไดโนเสาร์	
เลนส์	

Identify the Alphabet
Thai SOLT I
Introduction
Module 1 Lesson 1

Exercise 34
Below is a news excerpt from a Thai newspaper. All the foreign names in the text are printed in bold. Copy the names down and write them in English in the space provided. The first line has been completed as an example.

เมื่อ ๑๙ ก.ย. ทหารรัฐบาลฟิลิปปินส์กว่า ๔,๐๐๐ คน ยังเดินหน้าถล่ม กบฏ อาบู ไซยาฟ

บนเกาะโจโลทางภาคใต้ ทั้งทางภาคพื้นดิน และอากาศอย่างหนักเป็นวันที่ ๔ คนสนิทของ

ประธานาธิบดีโจเซฟ เอสตราดา เผยว่า ทหารเห็นนายเจฟฟรีชิลลิง ตัวประกันชาวอเมริกัน

ยังมีชีวิตอยู่ ส่วนนายริคาร์โด ปูโน โฆษกของเอสตราดาเผยว่า ทหารเห็นตัวประกันคนอื่นๆ

บางส่วนในทั้งหมด ๒๒ คน ซึ่งรวมทั้งชาวฝรั่งเศส ๒ คน ชาวมาเลเซีย ๓ คน ยังมีชีวิตอยู่เช่นกัน

และเชื่อว่า ตัวประกันยังไม่ตาย เพราะยังไม่พบศพ

Thai	English
ฟิลิปปินส์	Philippines
อาบู ไซยาฟ	
โจโล	
โจเซฟ เอสตราดา	
เจฟฟรี ชิลลิง	
อเมริกัน	
ริคาร์โด ปูโน	
ฝรั่งเศส	
มาเลเซีย	

Grammar Notes **Module 1**
Lesson 1

The general arrangement of a simple Thai sentence is Subject-Verb-Object as in English. As Thai has the object following the verb, it has the features that correlate with this position of verb and object as shown below.

Verb + Adverb + Intensifier: ▯▯▯▯ ▯▯▯▯ ▯▯▯▯▯
Study well very

Noun + Adjective: ▯▯▯ ▯▯▯▯▯
Eyes beautiful

Noun + Relative Clause: ▯▯▯▯▯▯▯ ▯▯▯▯▯ ▯▯▯▯ ▯▯▯ ▯▯▯?
Notebook that be on table

Noun + Possessive: ▯▯▯▯▯▯▯ ▯▯▯▯▯▯ ▯▯▯▯▯
Pencil of I

Noun + Numeral + Classifier: ▯▯▯▯ ▯▯▯▯▯ ▯▯▯▯
Child three classifier

There are no articles for use with nouns.

There is no inflection of nouns, pronouns or verb; case, gender, number, tense, etc. being indicated where considered necessary by the addition of other words. Therefore we can call the Thai language “The Isolating Language”.

Possession may be indicated by adding the word /▯▯▯▯▯▯/ (of, belonging to) in front of the noun or pronoun but this is often omitted.

Plurality if not indicated by the text of the sentence may be indicated by adding numeral words.

Inanimate objects have no gender, and where it is necessary to indicate gender in relation to animate objects this is usually done by the addition of extra words.

Adjectives come after the noun they qualify.

Affirmative and interrogative sentences are of the same form; the interrogative sentence being indicated by the addition of an interrogative word, usually at the end of the sentence. When an interrogative sentence contains words such as ‘who’, ‘why’, ‘when’, ‘where’ etc. no other interrogative word is needed.

Culture Notes
Module 1 Lesson 1

Being polite: /□□□□□□/ and /□□□□?/

An important way of making your speech sound polite in Thai, is to add a polite particle-
for which there is no exact English translation- at the end of statements and questions.
male speakers say /□□□□□□/ at the end of both questions and statements, while female
speakers say /□□□□?/ at the end of a question and /□□□□?/ at the end of a statement. Thais use these particles when talking to strangers, people of senior status, and in formal situations. For the foreigner, at first, it is probably best to use polite particles when talking to any adult, and risk sounding too polite. When you are more familiar with the language you will see when and with whom you can omit polite particles without appearing rude. /□□□□□□/ and /□□□□?/ can also be used on their own as a response, meaning, 'Yes', 'Right', or 'O.K.'

/□□□□ □□□ □□□/

/□□□□ □□□ □□□/ is how you should respond if someone thanks you. It can be translated as " You're welcome", "It's a pleasure", or by any other standard response to thanks. It can also mean "It doesn't matter", "Never mind", "Don't worry about it", so it is also an
appropriate response to apologies and excuses.

Application Activities
Module 1 Lesson 1

Activity 1
The instructor will show you some flash cards with consonants on them. Pronounce each letter with its name on the card aloud as a class. Always associate the sound with the script.

Activity 2
The instructor will show a chart of the Thai consonants in alphabetical order, then call on individuals randomly to read them aloud. As they are read, repeat them to yourself.

Activity 3
There are three sounds represented by four consonants that don’t have equivalents in English. Repeat after the instructor. Then write them down in the space provided. Feel free to repeat this exercise as many times as needed. Remember to associate the sound with the script.

Activity 4
Listen to the following words as your instructor reads them. Then pronounce the first consonant in the word. Listen to the sound that each of the first consonants make. Associate the sound with the script.

□□ □□ □□□□ □□ □□□ □□ □□ □□□ □□ □□

Application Activities
Module 1 Lesson 1

Activity 5

Listen to the following words as your instructor reads them. Then pronounce the final consonant sound in the word (/□, □, □, □, □, □, □, or □/).

□□□ □□□ □□□ □□□ □□□ □□□ □□□□ □□□ □□□

Activity 6

Below are ten Thai words with hyphens where consonants have been removed. Listen as your instructor reads the ten words. As your instructor reads each word, try to fill in the missing consonant.

-□□ -□□ -□ -□□ -□ □-□ -□ □- -□ □-□

Activity 7

Below is a headline from a Thai newspaper. Look for the middle class, low class, and high class consonants in each word or syllable (if any). Write them down in the space provided.

Middle class										
Low class										
High class										

Application Activities
Module 1 Lesson 1

Activity 8

Listen to a group of Thai words pronounced slowly by the teacher. Then divide the words into two syllables by writing them separately in the space provided.

1.		2.		3.		4.		5.	
6.		7.		8.		9.		10.	

Activity 9

Listen to the words as the instructor pronounces them. Write down the vowel of each word in the space below.

1. 1. ________ 2. ________ 3. ________ 4. ________ 5. _______

6. _______ 7. ________ 8. ________ 9. ________ 10. ______

Activity 10

For each word below fill in the missing vowel to match the spoken word:

1. □□ 2. □□ 3. □□ 4. □□ 5. □

6. □□ 7. □□ 8. □□ 9. □□ 10. □

Activity 11

Below is a headline from a Thai newspaper. Look for the special symbols used in the written text.

Activity 1

The 42 consonants are placed in the chart below. Separate the middle class consonants, high class, and low class consonants from each other. Write each class of consonants in the blank chart provided below this one. Pronounce each consonant to yourself as you write it.

□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□
□	□	□	□	□	□	□

Middle Class Consonants:

High Class Consonants:

Low Class Consonants:

Activity 2

In the chart below, the consonants are ordered alphabetically but several were omitted. Fill in the blanks with the appropriate consonant. Your instructor will check your progress.

□		□	□	□		□
□	□		□			□
	□			□	□	
□		□	□		□	
□	□		□	□		□
	□	□		□	□	

Activity 3

Divide the class into two groups. One person from the first group will start off by saying the first letter of the Thai consonants. One person from the other group will say the second letter of the Thai consonants. Continue alternating back and forth between the two groups until someone says the wrong letter. The group with the least amount of wrong letters is the winner. You can make this game as competitive as you want. Feel free to challenge each other at will. (The instructor will post the consonant chart on the board)

Activity 4

Divide the class into two groups. Listen to your instructor say the Thai consonants in a random order. Individually write the script as your teacher says the consonant. Exchange papers with the other group and grade the papers. Give the results to your instructor for a final review. The instructor will declare one of the groups as the winner, based on the least number of errors.

Activity 5

Listen carefully as your instructor reads the designated Thai names of the consonants (as in B is for Boy). Write down the first consonant you hear in each word. Also identify the class of each consonant (middle, high, or low). (Key)

□□□ □□□ □□□□ □□ □□□□ □□□ □□□□ □□□ □□□□ □□□□ □□□ □□

□□ □□□ □□□□□ □□□ □□□□ □□□ □□□□ □□□□ □□□□ □□□ □□□□ □□□□

Activity 6

Divide the class into two groups. One person from the first group will start off by saying a short vowel. One person from the second group will say the long vowel of the same pair. Then another person from the second group will say a different short vowel and someone from the first group will say the long vowel of the same pair. Continue alternating back and forth between the two groups until someone says the wrong vowel. The group with the least amount of wrong vowels is the winner. You can make this game as competitive as you want. Feel free to challenge each other at will. (The instructor will post the vowel chart on the board)

Activity 7

Divide the class into two groups. Listen to your instructor say the Thai vowels in a random order. Individually write the script as your instructor says the vowel. Exchange papers with the other group and grade the papers. Give the results to your instructor for a final review. The instructor will declare one of the groups as the winner, based on the least number of errors.

Activity 8

Below are words written with the wrong vowels. Listen to the teacher read these words correctly. Then correct the wrong vowels by copying the words in the space provided with the appropriate vowels.

□□ □□□ □□ □□ □□ □□ □□□□□ □□□ □□□□ □□□

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

Sound and Script Tha i SOLT I
Skill Enhancement Activities Module 1 Lesson 1

Activity 9
Look at the newspaper article below. Try to find (and circle) one example of every vowel. The first person that finishes with the most vowels is the winner. Also declare the second, third, and fourth place winners. The winner must stand up in front of the class and state what line of text each vowel is in (identify the location of the script).

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ครุศาสตร์ จุฬาลงกรณ์ มหาวิทยาลัย ในฐานะประธาน คณะ
ทำงานศึกษา พัฒนาระบบ การคัดเลือกนักศึกษา (เอ็น
ทรานซ์) เปิดเผยว่า คณะทำงานฯ จะเสนอ รายงาน การศึกษา
พัฒนา ระบบคัดเลือก นักศึกษาซึ่งได้สรุปเบื้องต้น
จำนวน 2 หน้าต่อที่ประชุมอธิการบดีแห่งประเทศไทย (ทปอ.) วันที่ 7 ต.ค.นี้ และจะส่ง รายงานฉบับ สมบูรณ์
ปลายเดือน พ.ย.นี้ ซึ่งในรายงาน จะระบุถึงข้อดีข้อเสียของการสอบเอ็นทรานซ์ที่ผ่านมา รวมทั้งเสนอ แนวทาง
แก้ไขทั้งระยะสั้น ระยะกลาง และระยะยาว ทั้งนี้ การ
เปลี่ยนแปลง ขึ้นอยู่กับการตัดสินใจของ ทปอ. ซึ่งถ้ามีการเปลี่ยนต้อง ประกาศล่วงหน้า อย่างน้อย 3 ปี
อย่างไรก็ตาม การคัดเลือกนักศึกษา ในอนาคตคงต้อง มีการปรับทั้งระบบ โดยวิธีการคัดเลือก สามารถทำได้
หลากหลายทั้ง วิธีการสอบ การสัมภาษณ์ พิจารณาจากผลงานหรืออาจจะ พิจารณา จากกิจกรรมที่เด็กเข้าร่วม แนวโน้มมหาวิทยาลัย จะคัดเลือก นักศึกษา ตรงความต้องการ มากขึ้น โดยให้ทบวงฯจัดสอบ กลางแล้ว นำคะแนน ไปพิจารณาหรืออาจจะคัดเลือกเองโดย ตรง เพื่อให้ได้เด็กตรง ตามศักยภาพ และมีความยุติธรรม

Activity 10
A game “make a word”
What does a Thai word look like? Work in groups of two or three. The instructor brings three groups of cards of the Thai alphabet : consonants, vowels and tone marks, placing them on the desk face down. Each student pulls two cards from each group. Each group of students will have a total of at least 12 letters. The group tries to make a word and shows it to the instructor. The first group to be successful wins.

Activity 11
Can you recognize these cognates? Listen as the instructor reads some words and write the cognates or borrowings you hear. (Twenty words from different areas including geographical and biographical names). Provide English equivalents.

Activity 12
Map activity. Word recognition. Fluency circle.

Country/Capital. The class forms two circles, one inside the other. Each student is given a card with the name of a country and its capital written in Thai. When the instructor says □□□□□ - start, the students show each other their cards. The students forming the outer circle begin to read the cards of the students of the inner circle, then the students in the inner circle will read the cards of the students of the outer circle. When the instructor says □□□□ - stop, the outside circle will move clockwise one space, and the activity will continue with a new partner.

Activity 13
Look at the blank contours of the continents. Label the continents in Thai.

Activity 14
Listen and recognize
A. A. The instructor will read the names of logos of American, European and Japanese
1. cars to you relatively fast. Try to associate the names you think you heard in
English. Note the difference in pronunciation of the Thai and English names

B. B. Listen again and write. Now listen to the instructor slowly read the previous
list of car makes again. Write them down in the space provided.

__________ __________ __________ __________ __________

__________ __________ __________ __________ __________

C. Work in pairs. Compare your answers with your partner. The instructor will circle around the classroom checking for correct spelling.

Activity 15

Shopping on the web.

You are an office manager and you made a list of items you want to purchase. Read your list and then read the authentic Internet announcement. Compare them. If you find an item both in our shopping list and in the announcement, put a check next to the item in the shopping list.

Your shopping list:	The store sells the following items:
Stationery	[illegible] [illegible]
Souvenirs	
Pens	[illegible] [illegible]
Software	
Music	[illegible] [illegible] [illegible]
Atlases	
Poetry	[illegible] [illegible]
Video	[illegible]

Activity 16 (Pair Work)

Read and speak. Continuation of Activity 15. Now go through the An nouncement again and find all the cognates. Then make a purchase of two items from the announcement and read them to your partner. He/she will mark them on his/her copy of the announcement and read your purchase back to you. Reverse the roles.

Activity 17

Guessing from context. Find the Thai words which are cognates in the announcement. Then find the Thai words which are not cognates

in the announcement and try to guess their meaning from context. Compare your guesses first with those of your partner and then with the rest of the class. The person who guesses the largest number of words wins the title of a Linguistic Whiz.

Activity 18 (Pair Work)

Guessing meaning from context. Read the job announcement below and provide English equivalents for the advertised position.

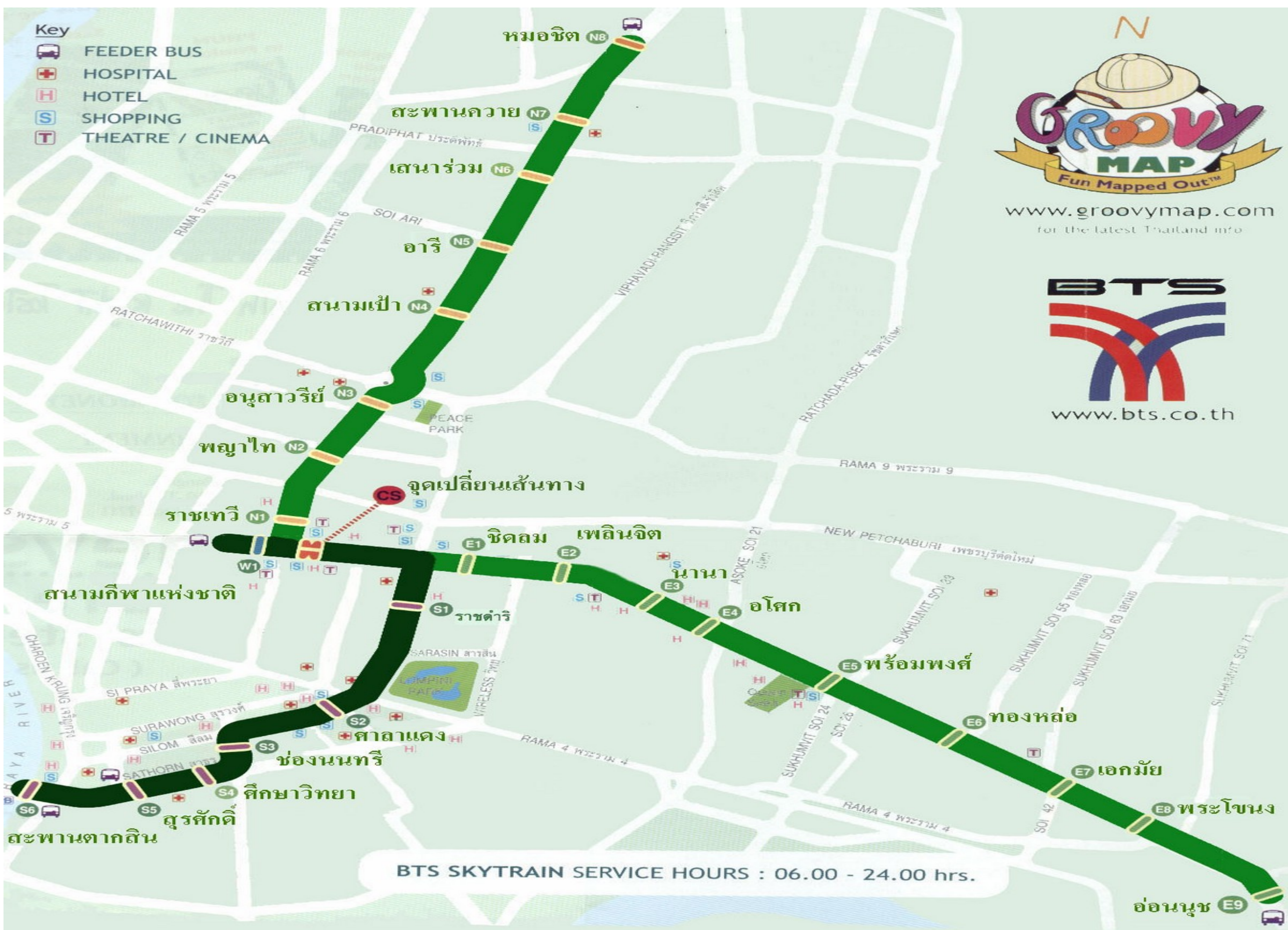
โรงงานผลิตคอมพิวเตอร์ซอฟแวร์ ต้องการรับสมัครบุคคลเข้า
ท□□งานในต □□แหน่ง ต่างๆดังต่อไปนี้ :

ผู้จัดการแผนกมาร์เก็ตติ้ง	๑	ต□□แหน่ง
โฟร์แมน	๕	ต□□แหน่ง
เซเคียวริตี้การ์ด	๑๐	ต□□แหน่ง

Activity 19

If you ever traveled in a foreign city you have no doubt observed that it is often very difficult to understand the names of the streets when you are riding the subway and the stations are being announced.

Metro riding simulation game



Step 1. All students come to the middle of the class. They will play the role of the passengers, while the instructor will play the role of the station announcer.

Step 2. Each student chooses one of the lines (routes) indicated on the map of BTS Sky Train and his/her destination.

Step 3. The names of the lines (routes) are written on the board by the instructor. The students come to the board and write their names, point of departure, and their destinations.

Step 4. The students pretend that they are riding different trains. The instructor reads the names of the stations in a random order taking into account the stations the students chose as their destination, as well as the stations which the students did not choose. For example, two students choose their destination stations □□□□ and □□□□. The instructor reads:

□□□□ □□□□□ □□□□□□□□ □□□□ □□□□ (a student exits)

□□□□□□□ □□□□□ □□□□□□□□□□□□ □□□□□□□□ □□□□□□ (nobody exits)

□□□□□□□□□ □□□□□□□□ □□□□□□□□ □□□□ (a student exits)

Step 5. When the student hears his/her station he/she exits the train. The game is over when all the students exit. Those who did not exit when their station name was called keep riding until they notice that they missed their station.

Winners are those who exited at their destination. Losers are those who missed the most stations. The game is played several times with different lists of the stations.

Learning a new script

You can only learn to read and write Thai by regular practice. Ten to fifteen minutes practice everyday is much more effective than one hour twice a week, and as long as you stick to daily practice you should find that you make rapid progress. You might, for example, try some of the following ‘learning strategies’: copy each letter and each word several times until you can write it quickly and accurately; look at the passages in Thai script and see how many letters, and how many parts of words you can recognize. Get into the habit of doodling in Thai so as to improve your handwriting, or making up sentences with the Thai words you can spell.

Activity 1
Listen to the sounds of the Thai consonants while looking at them and then without looking at the table of consonants in your textbook, pronounce after the speaker and try to imitate; read the **Description** section. Read the letters on your own from top down and from bottom up.

Activity 2
Listen to the recording of the following pairs of words. Concentrate on the consonant sounds of each pair (especially the aspirated and unaspirated). Use the alphabet table to name the letters of each pair correctly.

Activity 3
In your work notebook practice writing letters by hand using the model. Pronounce each letter out loud while you write.

Activity 4

In the following table, read the phonetic transcriptions of Thai words in the first column; write down the initial Thai consonants in the second column; and if the Thai word has a final consonant, then write the final Thai consonant in the third column. Note: It is understood that you do not know how to spell Thai words at this stage, but you should be able to recognize the correct consonant sound.

Phonetic transcription	Initial consonant	Final consonant
/?□□□/		
/□□□/		
/□□□□□/		
/□□□□/		
/□□□□/		
/□□□□□/		
/□□□□/		
/□□□/		
/□□□?/		
/□□□□□/		

Activity 5

Write a vowel in the right hand column to match its sound in the left hand column. Pronounce each sound as you write the script. Repeat this activity until you feel you know how to pronounce and write each script.

Sound	vowel
/□/	
/□□/	
/□/	
/□□/	
/□/	
/□□/	
/□/	

/□□/	

/□/	
/□□/	
/□/	
/□□/	
/□/	
/□□/	
/□/	
/□□/	
/□/	

Sound	vowel
/□□/	

/□□?/	
/□□/	

Activity 5 (continued)

/□□?/	
/□□/	
/□□?/	
/□□/	
/□□/	
/□□/	

/□□/	

Activity 7
Listen to the recording of the following words. After each pause, write down the vowel in the space provided.

Vowel
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Activity 8
Listen to the recording of ten words. You can listen as many times as you need. After each pause, try to write down the words in Thai in the space provided.

Word	Word
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Activity 9
This activity will help you remember how vowels change in words with final consonants.

Listen to the recording and write the words you hear.

1. _______ 2. _______ 3. _______ 4. _______ 5. _______

6. _______ 7. _______ 8. _______ 9. _______ 10. _______

Activity 10
Try to write the first and last names of your classmates in Thai. Try to write your name and your instructor's name.

Activity 11
Listen to the recording of geographic areas spoken in Thai and try to write the words in English in the spaces below.

__________ __________ __________ __________ __________

Activity 12

Listen to the recording of the names of famous people spoken in Thai and try to write the names in English.

________________ ________________ _________________ ________________

_______________ ________________

Activity 13

Tone Exercises: High Class Consonants.

Read through the following words you have already studied in class and work out the correct tone for yourself. Pronounce the words aloud. Read the words in different sequences so you do not end up memorizing them. Check for accuracy from the answer key and the recording.

□□□□□ □□□□ □□□ □□□□ □□□

□□□ □□□□ □□□ □□□□□ □□□

□□□ □□□□ □□□ □□□ □□□□

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Activity 14

Tone exercises Middle Class consonants.

Read through the following words you have already studied in class and work out the correct tone for yourself. Pronounce the words aloud. Read the words in different sequences so you do not end up memorizing them. Check for accuracy from the answer key and the recording.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Activity 15

Tone exercises High and Middle Class consonants.

Read through the following words you have already studied in class and work out the correct tone for yourself. Pronounce the words aloud. Read the words in different sequences so you do not end up memorizing them. Check for accuracy from the answer key and the recording.

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Activity 16
Tone exercises Low Class consonants.

Read through the following words and work out the pronunciation for yourself. Check for accuracy from the answer key and the recording.

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Activity 17
Practicing consonant clusters.
Listen to the recording and write what you hear.

1. ________	2. ________	3. _______	4. ________	5. _______	6. _______
7. ________	8. ________	9._______	10. _______		

Activity 18

For each word below fill in the missing vowel to match the spoken word from the recording.

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□□	□□	□□
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Activity 19

Try to work out where one word ends and the next begins in the sentences below:

1. □□□□□□□□□
2. □□□□□□□□
3. □□□□□□□□□
4. □□□□□□□□
5. □□□□□□□□□

Activity 20

How would you dial these Bangkok telephone numbers?

a) □□□-□□□□

b) □□□-□□□□

c) □□□-□□□□

d) □□□-□□□□

e) □□□-□□□□